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ABSTRACT

A survey was conducted among alumni of Asheville-Bancombe Technical Institute. Questionnaires were mailed to approximately 941 alumni, and 691 or 73 percent were returned. Questions dealt with: (1) personal background information; (2) graduates' experiences with employment, military service, and post-two-year college work; (3) graduates' evaluations of the ABTI program as adequate preparation for their subsequent activities; (4) experiences in specific subject fields and changes graduates would make regarding their majors; (5) graduates' recommendations for upgrading administration, teaching practices, use of the physical plant and equipment, and curriculum. Data will be used to establish alumni files and in a consortium-wide sharing of alumni data. Results showed that: (1) 92 percent were employed; (2) 367 noted post-ABTI education or training; and (3) over 90 percent found counseling and/or advisory services helpful. Background information on the study, the alumni study questionnaire, and tabulated responses to questions for the eight consortium institutions are provided in appendices. (KM)

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

Member Institutions

Asheville-Buncombe Technical Institute

Caldwell Community College & Technical Institute

Catawba Valley Technical Institute

Haywood Technical Institute

Isothermal Community College

Southwestern Technical Institute

Western Piedmont Community College

Wilkes Community College

JC 130 039

FIVE-YEAR ALUMNI STUDY
of
COMMUNITY COLLEGE AND TECHNICAL INSTITUTE STUDENTS

1966-67 to 1970-71

Edited by
Elmo V. Roesler

UNIVERSITY OF CALIF.
LOS ANGELES

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FIVE-YEAR STUDY OF ALUMNI FROM ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE 1966-67 to 1970-71

The alumni study was conducted during February through early May. Some 941 questionnaires were mailed to students who had successfully completed degree or diploma programs, and 691 or 73% of the forms were returned. Considering that some students have been away from ABTI for a number of years, the response rate was acceptable.

The information received from the questionnaires has been reported, on the following pages, in summary tables: Alumni Employment Information: Responses for Total Population; Alumni Educational Experiences after Leaving This Institution; Alumni Evaluation of Institutional Programs and Personnel; and Information on Sex and Marital Status.

The data in these tables do not represent the total output from the instrument, e.g., evaluation of specific courses remain on page four of the instrument forms, and information on alumni home and employment situations has been placed in an alumni computer printout file. These data in the printout are available through the Chairman of Secretarial Sciences--the ABTI consortium Research Coordinator. Further analyses through the use of additional subgroups is also planned. Making these analyses will help this Institute note trends pertaining to (1) alumni designated by the year of graduation and (2) alumni who completed technical or vocational programs.

The results of this study may be summarized as follows:

1. Ninety-two percent of the alumni were employed. Alumni had gained in the amount of their weekly salaries, for the mean of their beginning salaries in their present positions was $110/wk. and the mean of current salaries was $144/wk. Thirteen percent would like help in obtaining or changing jobs.

2. One hundred and forty-four alumni noted post-ABTI involvement in training programs; 223 alumni recorded post-ABTI educational experience; and 49 out of 102 rated the course work received at ABTI as being commensurate with educational experiences at other institutions.

3. Alumni evaluation of ABTI programs and personnel revealed that 42% of some 655 respondents made use of the counseling services after the first quarter and that 92% of 412 students found the counseling to be well directed and helpful. Ninety-four percent of 607 students noted that their chairman/faculty advisor was helpful, and the faculty was rated good-to-excellent in regard to the quality of teaching and their knowledge of subject matter.

For readers who would like to know the research procedures and objectives developed by the Appalachia Developing Institutions Consortium research team, the appendices are available from the Research Coordinator. These appendices contain background information on the study, the questionnaire, and the tables which disclose the results obtained by the other seven two-year institutions in the consortium.

ALUMNI EMPLOYMENT INFORMATION
RESPONSES FOR TOTAL POPULATION
1966-67 to 1970-71

Present Employment Status	Number	Percent
Full-time		
One full-time job	555	83
Two full-time jobs	2	0
One full and one part-time job	28	4
One full and two or more part-time jobs	2	0
Part-time		
One part-time	31	5
Two or more part-time	2	0
Unemployed	54	8
	674	100

Note: Tallies by computer for the zero to $49.00 range are inflated.

Weekly Salary Ranges	Beginning Salaries in Present Position		Current Salaries in Present Position	
	Number	Percent	Number	Percent
-$ 49	29	5	12	2
$ 50-$ 99	232	41	101	17
$100-$149	237	42	255	44
$150-$199	50	9	139	24
$200-$249	6	1	39	7
$250-$299	5	1	18	3
$300-$349	4	1	3	1
$350-$399	1	0	4	1
$400-	3	0	8	1
	567	100	579	100

Alumni Employment Outside Field of Preparation at This Institution	Number	Percent
Waiting for job in field	43	7
Did not like field	7	1
Other	99	18
Question not applicable	423	74
	572	100

Note: Further examination of "Other" categorie suggested.

Means of Finding First Job after Leaving This Institution	Number	Percent
Had it before graduation	215	32
With school's help	128	19
Through our employment agency	30	4
Found it myself	231	34
Went into military service	40	6
Other	22	3
ot yet employed	16	2
	682	100

ALUMNI EMPLOYMENT INFORMATION
(Continued)

Reasons for Alumni Unemployment	Number	Percent
Waiting for job in the field	11	2
Obtaining more education or training	24	4
Dissatisfied with previous job and looking for work in another field	6	1
Housekeeping	17	3
Other	24	4
Question not applicable	515	86
	597	100

Present Need for Help in Obtaining or Changing Jobs	Yes		No	
	Number	Percent	Number	Percent
Alumni responses = 660	88	13	572	87

ALUMNI EDUCATIONAL EXPERIENCES AFTER LEAVING THIS INSTITUTION

Alumni Involvement in Training Programs	Number	Percent
Apprenticeship	60	10
Management trainee	17	3
Supervisory training	12	2
Specialized technical training	12	2
Other	43	7
None, question not applicable	462	76
	606	100

Kinds of Alumni Educational Experiences	Number	Percent
A transfer student to a four-year college	43	7
A graduate of a four-year institution	4	1
A student in another two-year institution	17	3
A student at this institution	72	11
None	413	65
Other	87	13
	636	100

Reasons for Alumni Loss of Credit When Transferring	Number	Percent
No comparable course	11	2
Switched fields	2	0
Limited on transfer of credits	6	1
Four-year institution would not accept credits	20	5
Other	2	0
Question not applicable	444	92
	485	100

ALUMNI EDUCATIONAL EXPERIENCES AFTER LEAVING THIS INSTITUTION (Continued)

Comparison of Education Experience at Other Institutions with That at This Institution

Courses taken at other institutions found to be--	Number	Percent
Superior to	19	19
Equal to	38	37
Inferior to	11	11
Not really comparable to --Courses at this institution	34	33
	102	100

ALUMNI EVALUATION OF INSTITUTIONAL PROGRAMS AND PERSONNEL

Importance of Degree or Diploma in Obtaining and Keeping Jobs	Necessary for Obtaining Jobs		Necessary for Keeping Jobs	
	Number	Percent	Number	Percent
Required	192	29	168	25
Very necessary	157	23	121	18
Helpful	185	28	201	30
No help at all	56	8	94	14
Question not applicable	79	12	88	13
	669	100	672	100

Note: In future surveys refer to course work, not degrees or diplomas.

Use of Counseling Staff While Alumni Were at This Institution	Yes		No	
	Number	Percent	Number	Percent
Made use of counseling staff after first quarter (no. of responses = 655)	277	42	378	58

Evaluation of Counseling Given	Yes		No	
	Number	Percent	Number	Percent
Counseling was well directed and helpful (no. of responses = 412)	379	92	33	8

Evaluation of Chairman/Faculty Advisor	Helpful		Not Helpful	
	Number	Percent	Number	Percent
Chairman/faculty advisor was (no. or responses = 607)	569	94	38	6

ALUMNI EDUCATIONAL EXPERIENCES AFTER LEAVING THIS INSTITUTION (Continued)

Quality of Faculty Teaching and Knowledge of Subject Matter	Quality of Teaching		Knowledge of Subject Matter	
	Number	Percent	Number	Percent
Excellent	268	43	410	64
Good	307	49	220	34
Fair	51	8	14	2
Poor	4	0	0	0
	630	100	644	100

ALUMNI INFORMATION ON SEX AND MARITAL STATUS

Sex	Male		Female	
	Number	Percent	Number	Percent
Number of respondents = 691	487	71	204	29

Marital Status	Number	Percent
Single	214	32
Married	430	64
Divorced	25	4
Widowed	2	0
	671	100

Appendix A

Background Information Regarding the Development of the Alumni Study

BACKGROUND INFORMATION REGARDING THE

DEVELOPMENT OF THE ALUMNI STUDY

1966-67 to 1970-71

Information on the Consortium Organization and Research Activities

This consortium of eight "open-door" two-year institutions in North Carolina Appalachian Region was, in November of 1970, funded under Title III of the Higher Education Act. This cooperative arrangement which has the official title of APPALACHIAN CONSORTIUM SPECIAL DEVELOPMENT PROJECT began operations on July 2, 1971.

Consortium research activities have been conducted under the auspices of two committees. An Executive Committee, composed of institutional members with Dr. William Richardson presiding as chairman, has been responsible for decision-making regarding the cooperative research projects. A second commitee, the Research Coordinating Committee, has been charged with conducting all research, planning, and development activities. At each of the consortium institutions, a Research Coordinator, who served on the Research Coordinating Committee, has participated in the development and administration of the high school study instrument, the establishment of reporting procedures, and the preparation of the final report on the high school students educational plans and opinions.

Before proceeding with the explication of the study developments and results, the members of the consortium would like to convey some information concerning (1) the overall plan for consortial activities and (2) the goal of cooperative research for program development and evaluation.

Overall plan for consortial activities. The development of consortial activities has been controlled by a three year plan. The plan stipulates that during the first year, 1971-72, basic research is to be conducted in relation to short and long-range program planning and evaluation. In the second year, 1972-73, programs are to be implemented and evaluated with results being disseminated to all persons and agencies that have been concerned with the upgrading of the educational process in the consortium community colleges and technical institutes. During the third year, 1973-74, the previously implemented program activities are to be further evaluated and -- where it is considered necessary -- revised. At the end of three years, the results of consortium activities will appear in "final" reports. However, if the personnel maintain the interest and dedication they have exhibited during this first year of operation, the participating institutions will continue this cooperative arrangement for years to come.

To conduct self-studies and to coordinate consortium-wide research, each institution has established either a full or part-time research coordinator's position. These researchers act as liaison persons between their institutional study groups and the coordinating efforts of the Chairman of the Executive Committee whose office is at Wilkes Community College and the consortium Research Coordinator whose office is located at Appalachian State University.

Appalachian, as an assisting institution, has its Director of Institutional Research serving as a member of the Executive Committee, its faculty in the College of Education serving as consultants, its systems analysis staff involved in implementing management information techniques in the developing institutions, and its University Statistician giving consultation on analyses. Appalachian's other commitments have included coordinating efforts in preparing consortium study instruments, conducting surveys, and analyzing results.

Cooperative research for program development and evaluation. The 1970-71 proposal indicated that key personnel in the community colleges and technical instutes formed the consortium because they recognized the following facts:

1. Each institution has in its area the greatest potential to implement North Carolina's "open door" policy and, thus, to reach out and educate the populace in its region.

2. Only through a cooperative arrangement could the institutions overcome limitations arising from a base of low taxable resources and thus from inadequate funding for necessary research, planning, and evaluation.

3. All the institutions have the same basic needs for effective development: the creation of research models and acquisition of data for institutional improvement; the upgrading of administrative and instructional staff; the increasing and enhancing of curricula and curriculum materials, especially for economically deprived and slow learners; the selecting of appropriate consultant assistance; and the need for immediate and long-range planning.

4. The eight institutions are developing and need assistance for community-based program planning and evaluation, if they are to provide more and better services to all persons in their respective service areas.

Consortium members have recognized the need for both individual and consortium-wide community based program development, implementation, and evaluation. Personnel in each institution have committed themselves to establishing, as an extension of the 1970-71 proposal objectives, program objectives related to the following priority research/study areas that have been determined by the Executive Committee: comprehensive community survey, business-industrial survey tied to the community survey, development of student profile data and a management information system to exchange aggre-

gated results, follow-up studies of alumni and especially "dropouts," and image studies -- especially a high school image study -- to acquire estimates of the way programs and services are received in the respective communities. All program development has been based on cooperative research effort, aimed at either educating or training the low-income and educationally deprived student, hoping to improve the quality of life in Appalachia.

Purposes, Development, and Administration of the Study

The paragraphs that follow contain information concerning the survey of the alumni students. The information includes the purposes and objectives of the study, the activities related to the development of the study instrument, and the administration of the instrument and analysis of responses.

Purposes and objectives of the study. The alumni study was initiated as a result of the August 12, 1971 Executive Committee Meeting. The research effort, designed by the committee members, had the major goal of providing the institutions with community-based program development, implementation, and evaluation. The alumni study was to be one of several integrated research investigations attempting to measure, quantitatively and qualitatively, the impact of training/education programs on community service areas.

Since it was believed that, in general, the purposes of alumni follow-up studies were not compatible with the aims of attrition studies, the research coordinators in their meeting formulated the study objectives with alumni populations explicitly in mind. These objectives, stated below, furnished the rationale for developing the alumni study instrument.

1. To determine whether basic alumni record information is correct and current.
2. To acquire data pertaining to graduates' experiences with employment, military service, and post two-year college experience.

3. To determine whether the educational programs are considered by graduates to be adequate preparations for employment, military service, continuing four-year college experience and other educational programs, and worthy use of domestic and leisure time.
4. To obtain feedback concerning experiences in specific subject fields, changes that graduates would make regarding their majors, and recommendations graduates have for up-grading the administration, the teaching practices, and the use of the physical plant and equipment.
5. To determine the changes in the curriculum that graduates would recommend.
6. To establish two kinds of alumni files: (a) a data monitoring file having information that may be retrieved electronically for use by the agencies charged with keeping alumni records and (b) written records with current data on employment history and other items.
7. To provide a basis for consortium-wide sharing of certain alumni record data elements.

Development of the study instrument. In hard bargaining sessions, the research coordinators reduced and refined these objectives. These sessions enabled the researchers to come to an agreement on the questions that would be used in the alumni study instrument. The completed questionnaire included items that were classified as follows: personal information for updating alumni records, post-educational program experiences that would provide data on the progress students had made in their occupational endeavors, statements on educational experiences that were needed for alumni files, alumni evaluations on their community college and technical institute experiences, and the evaluation of programs and subject matter. A copy of the questionnaire may be found in Appendix B.

Though the research procedures that have been used in conducting consortium studies will be discussed later, it should be noted that the employment of some very basic research practices gave the group of nine research coordinators the opportunity to work together as a team and to develop the critical and systematic approach needed for research investigations. To prepare the alumni study instruments, the group examined the historic follow-up literature, including studies conducted by the consortium and other higher education institutions. Administrators, faculty and staff, and students were asked to either submit or review questions that might be used. Realizing that research studies need to be definitive, the group defined the term "alumni," described the populations, and discussed the implications of socio-economic factors on the study. Even in the early stages of the study, the researchers endeavored to relate the questions in the alumni instrument to the needs of the institutions and to the line-of-questioning in the other study instruments; accordingly, a decision was made to develop questions that would appear not only in the alumni study instrument but also in the attrition and high school image questionnaires. Though space does not permit a complete explication of all the procedures that were utilized, it is important to note that regarding the responses for the alumni and every other consortium questionnaire the concept of "computer packaging" would be considered; therefore, the research group requested Appalachian State University to provide assistance in establishing, in the two-year institutions, management information systems with electronic data processing capabilities.

Definition and Numbers of the Alumni

Study Populations

An alumnus in each of the two-year institutions' alumni population was defined as a student who had successfully completed a degree or diploma program.

The alumni questionnaire returns ranged from 49% to 72%; accordingly for each institution, the number of respondents was substantial enough to create an alumni file. The number of alumni respondents per institution was as follows:

Institution	Alumni Returns
Asheville-Buncombe Technical Institute	691
Caldwell Community College and Technical Institute	129
Catawba Valley Technical Institute	499
Haywood Technical Institute	111
Isothermal Community College	219
Southwestern Technical Institute	260
Western Piedmont Community College	292
Wilkes Community College	334
	2535

Further Analysis of Alumni Data

While the results of the study were tabulated and computerized alumni files have been prepared and distributed to the agencies in the two-year institutions, further analysis of the instrument data through the use of additional subgroups is planned.

The development of such data will help the two-year institutions note trends pertaining to alumni who completed college parallel, technical, and vocational programs.

Appendix B

Alumni Study Questionnaire

FIVE-YEAR ALUMNI STUDY

of

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE STUDENTS

1966-67 to 1970-71

Do not write in this column

Numbers on the sides of the pages refer to card columns for keypunching. They have no meaning in regard to requested answers on the questionnaire. In answering the questions, please follow directions as carefully as possible, completing each question as directed. The information you give will be treated as confidential with answers being used for group analysis. Thank you.

PERSONAL INFORMATION

Please check and/or change the recorded information and provide the data required. Do not fill in sections reserved for codes.

SOCIAL SECURITY: _____ - ___ - _____ STUDENT IDENTIFICATION #_____ [5], [14]

YOUR NAME:

_____ _____ _____ _____ [20]
(last name) (first name) (middle initial) (maiden)

Women who married after leaving this institution should indicate their maiden names.

SEX: Male ___ 1, Female ___ 2 (45)

DATE OF BIRTH: __ __ 1 __ __ __ __ [46]
(month) (year)

HOME ADDRESS AND PHONE:

_____ _____ _____ [__ __] [51], [66], [78]
(street address or route & box#) (city) (state) (code)

_____ [__ __ __] _____ ___ - _____ [5], [8], [13]
(county) (code) (zip) (phone)

FAMILY INFORMATION:

Marital Status: single ___ 1, married ___ 2, divorced ___ 3, widowed ___ 4

Number of children: _____ (20), [21]

EDUCATIONAL RECORD:

Program completed: _____ in 19 __ __ . [__ __ __ __] [23], [25]
(year) (code)

CURRENT EMPLOYMENT INFORMATION ON YOUR MAJOR JOB:

_____ _____ [29], [54]
(name of employer or business) (street address or route & box #)

_____ _____ [__ __] _____ ___ - _____ [66][78][5][10]
(city) (state) (code) (zip) (phone)

_____ [17]
(title or job classification of present position)

(MORE ON NEXT PAGE)

POST-EDUCATIONAL PROGRAM EXPERIENCES

EMPLOYMENT:

1. What is your present employment status?

Full-time Job Arrangements

- One full-time job ____ 1
- Two full-time jobs ____ 2
- One full-time and one part-time job ____ 3
- One full-time and two or more part-time jobs ____ 4

Part-time Job Arrangements

- One part-time job ____ 5
- Two or more part-time jobs ____ 6

Unemployed ____ 7

2. How necessary was the degree or diploma you received at this institution in regard to obtaining your present, major position?

- Required ____ 1
- Very necessary ____ 2
- Helpful ____ 3
- No help at all ____ 4
- Question, not applicable ____ 5

3. How necessary is your degree or diploma in regard to keeping your present, major position?

- Required ____ 1
- Very necessary ____ 2
- Helpful ____ 3
- No help at all ____ 4
- Question, not applicable ____ 5

4. If you are employed outside your field of preparation, why?

- Waiting for job in field ____ 1
- Did not like field ____ 2
- Other ____ 3
- Question, not applicable ____ 4

5. Note the weekly salary ranges listed below -- and then use the appropriate number (1 - 9) to indicate salaries related to your present major position.

(1) - $49 (4) $150 - $199 (7) $300 - $349
(2) $50 - $99 (5) $200 - $249 (8) $350 - $399
(3) $100 - $149 (6) $250 - $300 (9) $400 -

Beginning Salary ____

Current Salary ____

6. In connection with your present major position, if you are currently involved in a formal training program, please indicate the type of program.

- Apprenticeship program ____ 1
- Management trainee program ____ 2
- Supervisory training program ____ 3
- Specialized technical training ____ 4
- Other: _____ ____ 5
- None/Question, not applicable ____ 6

7. If you work at a second job, is it related to your training at this institution?

- Yes ____ 1
- No ____ 2
- None/Question, not applicable ____ 3

Do not write in this column

1. (42)
2. (43)
3. (44)
4. (45)
5. (46)
(47)
6. (48)
7. (49)

8. How did you find your first job after completing your educational experience at this institution?

- Had it before graduation ____ 1
- With school's help ____ 2
- Through an employment agency ____ 3
- Found it myself ____ 4
- Went into military service ____ 5
- Other: _____ ____ 6
- Not yet employed ____ 7

9. If not presently employed, why are you out of work?

- Waiting for job in the field ____ 1
- Obtaining more education or training ____ 2
- Dissatisfied with previous job and looking for work in another field ____ 3
- Housekeeping ____ 4
- Other ____ 5
- Question, not applicable ____ 6

Do not write in this column

8. (50)

9. (51)

10. Do you wish to have help at this time in obtaining or in changing jobs?

- Yes ____ 1
- No ____ 2

11. Indicate the average number of employment hours spent per week while you attended this institution.

- Less than 10 ____ 1
- 10 - 19 ____ 2
- 20 - 29 ____ 3
- 30 - 39 ____ 4
- 40 or more ____ 5

10. (52)

11. (53)

ADDITIONAL EDUCATIONAL EXPERIENCES

1. Your educational experience since completing your program at this institution could be described as, (check all appropriate answers)

- a. A transfer student to a four-year college or university* ____ 1
- b. A graduate of a four-year institution* ____ 1
- c. A student in another two-year institution* ____ 1
- d. A student at this institution ____ 1
- e. None ____ 1
- f. Other: _____ ____ 1

1.
a. (54)
b. (55)
c. (56)
d. (57)
e. (58)
f. (59)

*List additional educational experience items:

Name of Institution	(codes)	Date	Degree	
_____	_____	From: 19 __ __ To: 19 __ __	____	[60][66][68][70]
_____	_____	From: 19 __ __ To: 19 __ __	____	[72][78][5][7]

2. If you have transferred to a four-year institution, estimate your grade point average for the following periods (using 4.0 as A, 3.0 as B, 2.0 as C, 1.0 as D).

- First quarter or semester __ . __ __
- End of the junior year __ . __ __
- End of the senior year __ . __ __

3. If you have taken courses at other institutions, did you find the course work to be

- Superior to ____ 1
- Equal to ____ 2
- Inferior to ____ 3
- Not really comparable to the course work at this institution. ____ 4

2. [9]
[12]
[15]

3. (18)

(MORE ON NEXT PAGE)

4. While enrolled in this institution, did you use the services of the counseling staff after the first quarter?

Yes ___ 1
No ___ 2

5. Was the quality of counseling given well directed and helpful?

Yes ___ 1
No ___ 2

Do not write in this column

4. (19)
5. (20)

6. Your department chairman/faculty advisor was --

Not helpful ___ 1
Helpful ___ 2

7. Note the rating scale below and evaluate the faculty --

(1) Excellent
(2) Good
(3) Fair
(4) Poor

Knowledge of subject matter ___
Quality of teaching ___

6. (21)
7. (22)
(23)

8. If you lost credit by transferring to a four-year institution, state the the reason for the credit loss:

No comparable course ___ 1
Switched fields ___ 2
Limit on transfer of credits ___ 3
Four-year institution would not accept credits ___ 4
Other ___ 5
Question, not applicable ___ 6

8. (24)

ALUMNUS EVALUATION OF EDUCATIONAL EXPERIENCE AND TRAINING

GENERAL EVALUATION

Remembering the quality of program you completed, would you recommend this institution to your friends?

Yes ___ 1
No ___ 2

Comments: _____

(25)

EVALUATION OF SPECIFIC COURSES

1. What courses in your program benefited you most?

Subject	Reasons	(codes)
1. _____	1. _____	_ _ _ _ _
2. _____	2. _____	_ _ _ _ _
3. _____	3. _____	_ _ _ _ _

1.
1. [26]
2. [31]
3. [36]

2. What specific subjects did you find of little value?

Subject	Reasons	(codes)
1. _____	1. _____	_ _ _ _ _
2. _____	2. _____	_ _ _ _ _
3. _____	3. _____	_ _ _ _ _

2.
1. [41]
2. [46]
3. [51]

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

PLEASE PLACE THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE AND RETURN IT. THANKS AGAIN!

Appendix C

Tabulated Responses to Alumni Questions

for the Eight Consortium Institutions

Table 1

Post-educational Program Experiences:

Alumni Present Employment Status

Question 1: "What is your present employment status?"

Highest possible no. of respondents: 2535

Consortium institutions	Alumni responses																	
	Full-time job arrangements								Part-time jobs				Unemployed		TOTAL*	
	One full-time job		Two full-time jobs		One full & one part-time job		One full & two or more part-time jobs		One part-time job		Two or more part-time jobs					
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%		
Asheville-Buncombe TI	555	83	3	0	28	4	2	0	31	5	2	0	54	8	675	(691)
Caldwell CC & TI	97	83	0	0	0	0	0	0	12	12	0	0	6	5	115	(129)
Catawba Valley TI	409	84	2	0	19	4	1	0	26	5	0	0	34	7	491	(499)
Haywood Technical Institute	87	79	0	0	4	4	0	0	5	4	0	0	14	13	110	(111)
Isothermal Community College	136	65	0	0	2	1	0	0	30	14	0	0	43	20	211	(219)
Southwestern TI	178	70	1	0	18	7	0	0	17	7	1	0	40	16	255	(260)
Western Piedmont CC	188	66	2	1	18	6	0	0	21	7	0	0	55	20	284	(292)
Wilkes Community College	213	68	0	0	7	2	1	0	29	9	3	1	58	20	311	(334)
CONSORTIUM TOTAL	1863	76	8	0	96	4	4	0	171	7	6	0	304	13	2452	(2535)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 2

Post-educational Program Experiences:
Necessity of Degree or Diploma in Obtaining
Present, Major Position --
Totals and Percentages

Question 2: "How necessary was the degree or diploma you received at this institution in regard to obtaining your present, major position?"

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses										
	Required		Very necessary		Helpful		No help at all		Question, not applicable		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	192	29	157	23	185	28	56	8	79	12	669 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A		N/A		N/A
Catawba Valley TI	72	15	98	21	188	39	73	15	47	10	478 (499)
Haywood Technical Institute	39	37	12	11	28	27	12	11	15	14	106 (111)
Isothermal Community College	34	16	30	14	59	28	38	18	47	24	208 (219)
Southwestern TI	62	25	34	14	67	27	36	15	45	19	244 (260)
Western Piedmont CC	68	25	36	13	70	26	37	13	64	23	275 (292)
Wilkes Community College	74	24	38	12	103	33	37	12	59	19	311 (334)
CONSORTIUM TOTAL	541	24	405	18	700	30	289	13	356	15	2291 (2406)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 3

Post-educational Program Experiences:
Necessity of Degree or Diploma in Keeping
Present, Major Position --
Totals and Percentages

Question 3: "How necessary is your degree or diploma in regard to keeping your present, major position?"

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses										
	Required		Very necessary		Helpful		No help at all		Question, not applicable		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	192	29	157	23	185	28	56	8	79	12	669 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A		N/A		N/A
Catawba Valley TI	69	14	70	15	190	39	104	22	50	10	483 (499)
Haywood Technical Institute	38	35	6	6	26	25	19	17	19	17	108 (111)
Isothermal Community College	30	14	20	10	58	28	52	25	50	23	210 (219)
Southwestern TI	55	22	29	12	75	30	43	18	45	18	247 (260)
Western Piedmont CC	63	23	30	11	67	24	48	17	68	25	276 (292)
Wilkes Community College	69	22	35	12	87	28	50	16	68	22	309 (334)
CONSORTIUM TOTAL	516	22	347	15	688	30	372	16	379	17	2302 (2406)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 4

Post-educational Program Experiences:
Alumni Reasons for Being Employed
Outside Field of Preparation --
Totals and Percentages

Question 4: "If you are employed outside your field of preparation, why?

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses								
	Waiting for job in field		Did not like field		Other		Question, not applicable		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	43	7	7	1	99	18	423	74	572 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A		N/A
Catawba Valley TI	28	7	15	4	123	29	257	60	423 (499)
Haywood Technical Institute	7	8	0	0	16	19	63	73	86 (111)
Isothermal Community College	17	10	5	3	39	22	113	65	174 (219)
Southwestern TI	15	7	3	1	50	23	149	69	217 (260)
Western Piedmont CC	31	12	5	2	46	18	171	68	253 (292)
Wilkes Community College	25	9	6	2	56	21	185	68	272 (334)
CONSORTIUM TOTAL	166	8	41	2	429	22	1361	68	1997 (2406)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 5a

Post-educational Program Experiences:
Alumni Beginning Weekly Salary--
Totals and Percentages

Question 5: "Note the weekly salary ranges listed below -- and then use the appropriate number (1-9) to indicate salaries related to your present major position."

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses																					
	_$49		$50-$99		$100-$149		$150-$199		$200-$249		$250-$299		$300-$349		$350-$399		$400-		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	29	5	232	41	237	42	50	9	6	1	5	1	4	1	1	0	3	0	567 (691)
Caldwell CC & TI	6	7	51	60	21	25	5	6	1	1	1	1	0	0	0	0	0	0	85 (129)
Catawba Valley TI	29	7	210	51	133	32	27	7	5	1	3	1	6	1	0	0	1	0	414 (499)
Haywood Technical Institute	6	7	46	54	26	30	4	5	0	0	2	2	1	1	1	1	0	0	86 (111)
Isothermal Community College	17	12	66	48	37	27	12	9	1	1	1	1	3	2	0	0	0	0	137 (219)
Southwestern TI	19	11	107	61	41	23	5	3	1	0	0	0	2	1	0	0	2	1	177 (260)
Western Piedmont CC	22	10	90	42	63	30	26	12	5	2	1	1	1	1	0	0	4	2	212 (292)
Wilkes Community College	20	9	110	49	64	29	18	8	1	0	2	1	5	2	2	1	2	1	224 (334)
CONSORTIUM TOTAL	148	8	912	48	622	33	147	8	20	1	15	1	22	1	4	0	12	0	1902 (2535

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 5b

Post-educational Program Experiences:
Alumni Current Weekly Salary--
Totals and Percentages

estion 5: "Note the weekly salary ranges listed below -- and then use the appropriate number (1-9) to indicate salaries related to your present major position

ghest possible no. of respondents: 2535

Consortium institution	Alumni responses																					
	-$49		$50-$99		$100-$149		$150-$199		$200-$249		$250-$299		$300-$349		$350-$399		$400-		TOTAL*	
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%		
neville-Buncombe TI	12	2	101	17	255	44	139	24	39	7	18	3	3	1	4	1	8	1	579	(691)
dwell CC & TI	3	4	26	31	38	45	10	12	4	5	3	3	0	0	0	0	0	0	84	(129)
awba Valley TI	5	1	85	20	214	50	82	19	19	4	8	2	3	1	2	1	8	2	426	(499)
wood Technical Institute	1	1	22	25	47	54	10	11	4	5	1	1	2	2	1	1	0	0	88	(111)
othermal Community College	13	9	49	34	48	34	21	15	5	3	3	2	3	2	0	0	1	1	143	(219)
thwestern TI	8	4	75	39	73	38	25	13	4	2	1	1	1	1	2	1	2	1	191	(260)
stern Piedmont CC	10	5	50	24	88	42	42	20	7	4	7	3	0	0	0	0	4	2	208	(292)
kes Community College	17	8	69	31	78	35	42	19	5	2	3	1	6	3	1	0	3	1	224	(334)
NSORTIUM TOTAL	69	4	477	25	841	43	371	19	87	5	44	2	18	1	10	0	26	1	1943	(2535)

te: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 6

Post-Educational Program Experiences:
Alumni Enrollment in Formal Training Program
in Connection with Present, Major Position --
Totals and Percentages

estion 6: "In connection with your present major position, if you are currently involved in a formal training program, please indicate the type program."

ghest possible no. of respondents: 2406

Consortium institution	Response categories														TOTAL*
	Apprenticeship		Manage/ trainee		Supervis. training		Spec. tech. training		Other		None, not applicable		Question		
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%			
eville-Buncombe TI	60	10	17	3	12	2	12	2	43	7	462	76			606 (691)
dwell CC & TI	N/A		N/A		N/A		N/A		N/A		N/A				N/A
awba Valley TI	18	4	20	5	11	3	11	3	27	6	333	79			420 (499)
wood Technical Institute	4	4	7	7	0	0	0	0	7	7	79	82			97 (111)
thermal Community College	5	3	6	3	4	2	4	2	6	3	154	87			179 (219)
thwestern TI	9	4	2	1	1	0	1	0	11	6	186	89			210 (260)
tern Piedmont CC	5	2	12	5	8	3	8	3	12	5	212	82			257 (292)
kes Community College	9	4	16	6	6	2	6	2	13	5	212	81			262 (334)
SORTIUM TOTAL	110	5	80	4	42	2	42	2	119	6	1638	81			2031 (2406)

te: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 7

Post-educational Program Experiences:
Relation of Training at Institution to a Second Job --
Totals and Percentages

Question 7: "If you work at a second job, is it related to your training at this institution?"

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses						
	Yes		No		None/Question, not applicable		TOTAL*
	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	25	4	44	7	541	89	610 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A
Catawba Valley TI	19	5	30	7	373	88	422 (499)
Haywood Technical Institute	4	4	8	9	81	87	93 (111)
Isothermal Community College	4	2	13	7	161	91	178 (219)
Southwestern TI	16	7	28	13	175	80	219 (260)
Western Piedmont CC	15	6	15	6	224	88	254 (292)
Wilkes Community College	8	3	22	8	248	89	278 (334)
CONSORTIUM TOTAL	91	4	160	8	1803	88	2054 (2406)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 8

Post-educational Program Experiences:
Alumni Means of Finding First Job After Leaving the Institution --
Totals and Percentages

Question 8: "How did you find your first job after completing your educational experience at this institution?"

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses [a]															
	(1)		(2)		(3)		(4)		(5)		(6)		(7)		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	215	32	128	19	30	4	231	34	40	6	22	3	16	2	682 (691)
Caldwell CC & TI	3	100	0	0	0	0	0	0	0	0	0	0	0	0	3 (129)
Catawba Valley TI	171	35	64	13	35	7	141	29	57	12	16	3	6	1	490 (499)
Haywood Technical Institute	28	25	26	24	3	3	33	30	10	9	7	6	3	3	110 (111)
Isothermal Community College	42	20	11	5	9	4	91	45	3	1	19	9	31	16	206 (219)
Southwestern TI	93	38	20	8	5	2	96	39	10	4	11	4	12	5	247 (260)
Western Piedmont CC	87	32	18	6	6	2	90	33	14	5	21	8	39	14	275 (292)
Wilkes Community College	86	28	25	8	12	4	102	34	11	4	23	8	45	14	304 (334)
CONSORTIUM TOTAL	725	31	292	13	100	4	784	34	145	6	119	5	152	7	2317 (2535)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 8 (continued)

Post-educational Program Experiences:
Alumni Means of Finding First Job After Leaving the Institution --
Totals and Percentages

[a]Note: Response categories for Question 8 are as follows:

(1) Had it before graduation

(2) With school's help

(3) Through an employment agency

(4) Found it myself

(5) Went into military service

(6) Other

(7) Not yet employed

Table 9

Post-educational Program Experiences:
Reason for Alumni Unemployment--
Totals and Percentages

Question 9: "If not presently employed, why are you out of work?"

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses[a]												
	(1)		(2)		(3)		(4)		(5)		(6)		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	11	2	24	4	6	1	17	3	24	4	515	86	597 (691)
Caldwell CC & TI	3	100	0	0	0	0	0	0	0	0	0	0	3 (129)
Catawba Valley TI	4	1	14	4	2	0	18	5	10	2	361	88	409 (499)
Haywood Technical Institute	3	3	1	1	0	0	6	7	6	7	71	82	87 (111)
Isothermal Community College	5	3	35	20	1	1	10	6	5	3	117	67	173 (219)
Southwestern TI	11	6	7	3	6	3	13	6	7	3	166	79	210 (260)
Western Piedmont CC	7	3	50	19	1	0	7	3	4	2	190	73	259 (292)
Wilkes Community College	5	2	59	21	0	0	7	2	8	3	205	72	284 (334)
CONSORTIUM TOTAL	49	3	190	9	16	1	78	4	64	3	1625	80	2022 (2535)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 9 (continued)

Post-educational Program Experiences:
Reason for Alumni Unemployment --
Totals and Percentages

[a]Note: Response categories for Question 9 are as follows:

(1) Waiting for job in the field
(2) Obtaining more education or training
(3) Dissatisfied with previous job and looking for work in another field
(4) Housekeeping
(5) Other
(6) Question, not applicable

Table 10

Post-educational Program Experiences:
Desire of Alumni for Assistance in Obtaining or Changing Jobs --
Totals and Percentages

Question 10: "Do you wish to have help at this time in obtaining or in changing jobs?"

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses				
	Yes		No		TOTAL*
	TOT	%	TOT	%	
Asheville-Buncombe TI	88	13	572	87	660 (691)
Caldwell CC & TI	0	0	1	100	1 (129)
Catawba Valley TI	55	12	408	88	463 (499)
Haywood Technical Institute	19	18	86	82	105 (111)
Isothermal Community College	28	14	177	86	205 (219)
Southwestern TI	44	18	198	82	242 (260)
Western Piedmont CC	56	21	215	79	271 (292)
Wilkes Community College	41	14	258	86	299 (334)
CONSORTIUM TOTAL	331	15	1915	85	2246 (2535)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 11

Post-educational Program Experiences:
Average Weekly Employment Hours
While Attending the Institution --
Totals and Percentages

Question 11: "Indicate the average number of employment hours spent per week while you attended this institution."

Highest possible no. of respondents: 2535

Consortium institution	Response categories										
	Less than 10		10 - 19		20 - 29		30 - 39		40 or more		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	187	29	64	10	115	18	73	12	199	31	638 (691)
Caldwell CC & TI	2	3	20	28	26	37	12	17	11	15	71 (129)
Catawba Valley TI	83	18	66	14	112	24	82	18	120	26	463 (499)
Haywood Technical Institute	35	37	18	19	18	19	9	9	15	16	95 (111)
Isothermal Community College	45	24	36	19	29	15	22	12	59	30	191 (219)
Southwestern TI	79	35	28	12	26	12	23	11	69	30	225 (260)
Western Piedmont CC	61	22	54	20	56	21	40	15	61	22	272 (292)
Wilkes Community College	99	34	43	15	45	16	50	17	52	18	289 (334)
CONSORTIUM TOTAL	591	26	329	15	427	19	311	14	586	26	2244 (2535)

*Note: Numbers in parenthesis, beside institutional totals, represent the highest possible number of respondents for each institution.

Table 12

Additional Educational Experiences:
Alumni Educational Experience --
Totals and Percentages

Question 1: "Your educational experience since completing your program at this institution could be described as, (check all appropriate answers)."

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses[a]												TOTAL*
	(a) TOT	%	(b) TOT	%	(c) TOT	%	(d) TOT	%	(e) TOT	%	(f) TOT	%	
Asheville-Buncombe TI	43	7	4	1	17	3	72	11	413	65	87	13	636 (691)
Caldwell CC & TI	7	58	0	0	3	25	2	17	0	0	0	0	12 (129)
Catawba Valley TI	24	5	5	1	26	6	58	13	286	62	58	13	457 (499)
Haywood Technical Institute	3	3	0	0	4	4	5	5	76	78	10	10	98 (111)
Isothermal Community College	66	33	14	7	1	1	13	6	94	47	13	6	201 (219)
Southwestern TI	9	4	1	1	7	3	20	9	168	75	18	8	223 (260)
Western Piedmont CC	104	34	41	14	6	2	16	5	119	39	17	6	303 (292)
Wilkes Community College	111	35	22	7	6	2	9	3	155	48	17	5	320 (334)
CONSORTIUM TOTAL	367	16	87	4	70	3	195	9	1311	58	220	10	2250 (2535)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 12 (continued)

Additional Educational Experiences:
Alumni Educational Experience --
Totals and Percentages

[a]Note: Response categories for Question 1 are as follows:

(a) A transfer student to a four-year college or university

(b) A graduate of a four-year institution

(c) A student in another two-year institution

(d) A student at this institution

(e) None

(f) Other

Table 13

Additional Educational Experiences:
Alumni Estimated Grade Point Average--
Totals and Percentages

Question 2: "If you have transferred to a four-year institution, estimate your grade point average for the following periods (using 4.0 as A, 3.0 as B, 2.0 as C, 1.0 as D).

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses		
	First quarter or semester	End of the junior year	End of the senior year
Asheville-Buncombe TI	2.66	2.79	2.41
Caldwell CC & TI	N/A	N/A	N/A
Catawba Valley TI	2.52	2.67	2.96
Haywood Technical Institute	2.46	1.87	1.97
Isothermal Community College	2.59	2.69	2.87
Southwestern TI	2.40	2.40	2.50
Western Piedmont CC	2.59	2.66	2.79
Wilkes Community College	2.51	2.65	2.81

Table 14

Additional Educational Experiences:
Alumni Comparison of Consortium Institution
Course Work with Study at Other Institutions --
Totals and Percentages

Question 3: "If you have taken courses at other institutions, how would you qualify and/or compare those courses with course work at this institution?"

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses								
	Superior to		Equal to		Inferior to		Not really comparable to		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	19	19	38	37	11	11	34	33	102 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A		N/A
Catawba Valley TI	11	14	30	39	10	13	26	34	77 (499)
Haywood Technical Institute	1	8	6	50	0	0	5	42	12 (111)
Isothermal Community College	18	23	50	64	1	1	9	12	78 (219)
Southwestern TI	3	14	8	36	1	5	10	45	22 (260)
Western Piedmont CC	12	11	76	72	7	7	10	10	105 (292)
Wilkes Community College	28	21	75	55	17	12	17	12	137 (334)
CONSORTIUM TOTAL	92	17	283	53	47	9	111	21	533 (2406)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 15

Additional Educational Experiences:
Alumni Use of Counseling Staff--
Totals and Percentages

Question 4: "While enrolled in this institution, did you use the services of the counseling staff after the first quarter?"

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses				
	Yes		No		TOTAL*
	TOT	%	TOT	%	
Asheville-Buncombe TI	277	42	378	58	655 (691)
Caldwell CC & TI	N/A		N/A		N/A
Catawba Valley TI	201	44	253	56	454 (499)
Haywood Technical Institute	48	48	52	52	100 (111)
Isothermal Community College	92	48	98	52	190 (219)
Southwestern TI	82	35	149	65	231 (260)
Western Piedmont CC	172	61	109	39	281 (292)
Wilkes Community College	173	56	138	44	311 (334)
CONSORTIUM TOTAL	1045	47	1177	53	2222 (2406)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 16

Additional Educational Experiences:
Alumni Opinion of Quality of Counseling --
Tables and Percentages

Question 5: "Was the quality of counseling given, well directed and helpful?

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses				
	Yes		No		TOTAL*
	TOT	%	TOT	%	
Asheville-Buncombe TI	379	92	33	8	412 (691)
Caldwell CC & TI	62	78	18	22	80 (129)
Catawba Valley TI	260	95	15	5	275 (499)
Haywood Technical Institute	59	92	5	8	64 (111)
Isothermal Community College	121	88	17	12	138 (219)
Southwestern TI	114	84	22	16	136 (260)
Western Piedmont CC	195	90	21	10	216 (292)
Wilkes Community College	181	83	37	17	218 (334)
CONSORTIUM TOTAL	1371	89	168	11	1539 (2535)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 17

Additional Educational Experiences:
Alumni Opinion of Helpfulness of Advisor --
Tables and Percentages

uestion 6: "Your department chairman/faculty advisor was --"

ghest possible no.
of respondents: 2406

Consortium institution	Alumni responses				
	Not helpful TOT	%	Helpful TOT	%	TOTAL*
heville-Buncombe TI	38	6	569	94	607 (691)
ldwell CC & TI	N/A	—	N/A	—	N/A
tawba Valley TI	25	6	393	94	418 (499)
ywood Technical Institute	2	2	90	98	92 (111)
othermal Community College	16	9	169	91	185 (219)
uthwestern TI	13	6	188	94	201 (260)
stern Piedmont CC	27	10	253	90	280 (292)
lkes Community College	39	14	244	86	283 (334)
NSORTIUM TOTAL	160	8	1906	92	2066 (2406)

te: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 18

Additional Educational Experiences:
Alumni Evaluation of Faculty--
Totals and Percentages

Question 7: "Note the rating scale below and evaluate the faculty--"

Highest possible no. of respondents: 2406 (to each part of question)

Consortium Institution	Alumni responses																	
	Knowledge of subject matter									Quality of teaching								
	Excellent		Good		Fair		Poor		TOTAL	Excellent		Good		Fair		Poor		TOTAL*
	TOT	%	TOT	%	TOT	%	TOT	%		TOT	%	TOT	%	TOT	%	TOT	%	
(1)	410	64	220	34	14	2	0	0	644	268	43	307	49	51	8	4	0	630 (691)
(2)	N/A		N/A		N/A		N/A		N/A	N/A		N/A		N/A		N/A		N/A
(3)	292	66	146	33	5	1	2	0	445	194	45	218	50	19	4	2	1	433 (499)
(4)	63	63	35	35	2	2	0	0	100	52	53	40	41	6	6	0	0	98 (111)
(5)	94	53	79	44	6	3	0	0	179	62	35	97	55	15	9	1	1	175 (219)
(6)	146	67	65	30	6	3	0	0	217	101	48	87	41	20	9	5	2	213 (260)
(7)	154	55	118	43	6	2	0	0	278	105	38	146	53	22	8	3	1	276 (292)
(8)	135	45	153	51	9	3	1	1	298	81	28	176	61	27	9	4	2	288 (334)
CONSORTIUM TOTAL	1294	60	816	38	48	2	3	0	2161	863	41	1071	51	160	7	19	1	2113 (240)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 18

Additional Educational Experiences:
Alumni Evaluation of Faculty --
Totals and Percentages

!Note: Consortium institutions:
(1) Asheville-Buncombe Technical Institute
(2) Caldwell Community College and Technical Institute
(3) Catawba Valley Technical Institute
(4) Haywood Technical Institute
(5) Isothermal Community College
(6) Southwestern Technical Institute
(7) Western Piedmont Community College
(8) Wilkes Community College

Table 19

Additional Educational Experiences:
Alumni Opinion of Credit Loss When Transferring to Four-year Institution--
Totals and Percentages

Question 8: "If you lost credit by transferring to a four-year institution, state the reason for the credit loss."

Highest possible no. of respondents: 2406

Consortium institution	Alumni responses[a]												TOTAL*
	(1)		(2)		(3)		(4)		(5)		(6)		
	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	11	2	2	0	6	1	20	5	2	0	444	92	485 (691)
Caldwell CC & TI	N/A		N/A		N/A		N/A		N/A		N/A		N/A
Catawba Valley TI	1	0	4	1	4	1	11	4	2	1	303	93	325 (499)
Haywood Technical Institute	2	3	1	2	0	0	2	3	3	4	58	88	66 (111)
Isothermal Community College	7	5	1	1	17	12	7	5	3	2	111	75	146 (219)
Southwestern TI	1	1	1	1	1	1	4	2	0	0	143	95	150 (260)
Western Piedmont CC	17	7	4	2	29	12	13	6	8	3	162	70	233 (292)
Wilkes Community College	12	5	1	0	34	14	7	3	9	4	174	74	237 (334)
CONSORTIUM TOTAL	51	3	14	1	91	5	64	4	27	2	1395	85	1642 (2406)

*Note: Numbers in Parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution.

Table 19 (continued)

Additional Educational Experiences:
Alumni Opinion of Credit Loss When Transferring to Four-year Institution --
Totals and Percentages

[a]Note: Response categories for Question 8 are as follows:

(1) No comparable course

(2) Switched fields

(3) Limited on transfer of credits

(4) Four-year institution would not accept credits

(5) Other

(6) Question, not applicable

Table 20

Alumni Personal Information:
Males and Females--Marital Status--
Totals and Percentages

Question: "What is your sex and marital status?"

Highest possible no. of respondents: 2535

Consortium institution	Alumni responses															
	Sex					Marital status										
	Male		Female		TOTAL	Single		Married		Divorced		Widowed		TOTAL*
	TOT	%	TOT	%		TOT	%	TOT	%	TOT	%	TOT	%	
Asheville-Buncombe TI	487	71	204	29	691	214	32	430	64	25	4	2	0	671 (691)
Caldwell CC & TI	N/A		N/A		N/A	36	28	92	71	1	1	0	0	129 (129)
Catawba Valley TI	323	65	175	35	498	158	32	327	66	7	1	3	1	495 (499)
Haywood Technical Institute	60	54	51	46	111	32	28	69	62	5	5	5	5	111 (111)
Isothermal Community College	116	53	102	47	218	92	43	120	55	3	1	2	1	217 (219)
Southwestern TI	136	52	124	48	260	67	26	172	68	14	5	2	1	255 (260)
Western Piedmont CC	168	58	124	42	292	104	36	182	63	3	1	1	0	290 (292)
Wilkes Community College	204	62	127	38	331	142	43	178	54	8	3	1	0	329 (334)
CONSORTIUM TOTAL	1494	62	907	38	2401	845	34	1570	63	66	3	16	0	2497 (2535)

*Note: Numbers in parentheses, beside institutional totals, represent the highest possible number of respondents for each consortium institution